

Engaging Youth in Nutrition and Physical Activity Afterschool

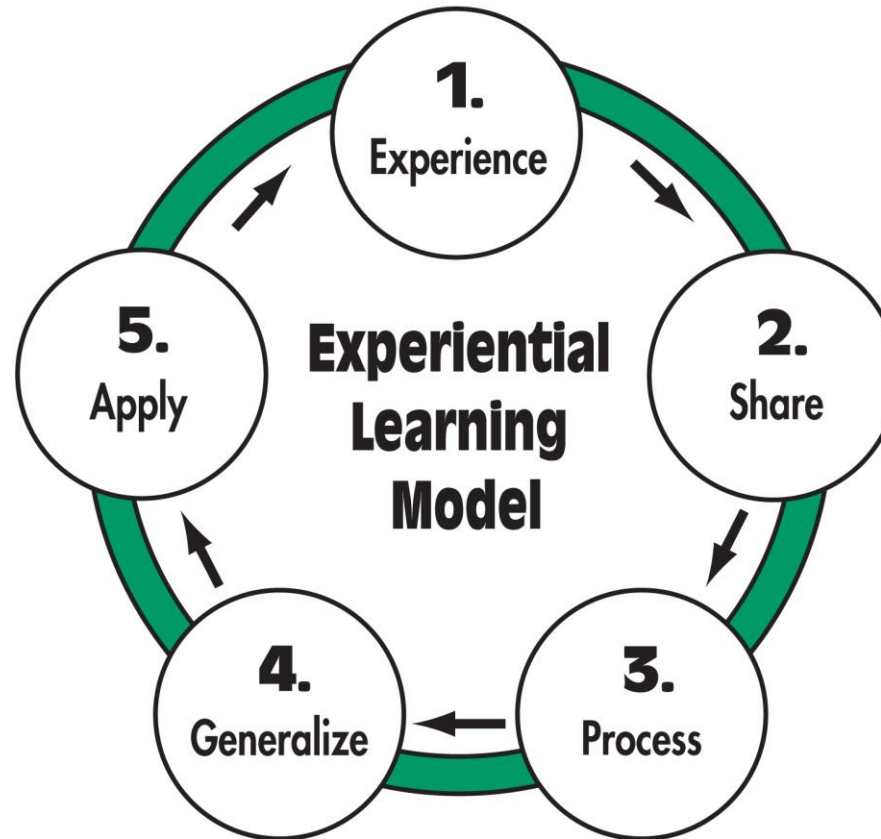
Presenter: Nicole Busboom & Emily Gratopp

Objectives

- Learn to teach and involve youth in an Experiential Learning process
- Learn a variety of direct teaching and reflection techniques
- Plan a lesson utilizing the Experiential Learning process

Experiential Learning Model

Experiential learning is the process of [learning](#) through [experience](#), and is more specifically defined as "learning through reflection on doing".



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
© 1983 John Wiley & Sons, Inc.
Reprinted with permission of John Wiley & Sons, Inc.

1. THE EXPERIENCE

- Experience – the activity; perform, do it
 - Learner-Centered (not Information-Centered)
 - Diversity of activities (most interactive)
 - Time frame: 30 minutes (out of 60 minute class)
 - FUN!



1. THE EXPERIENCE:

Learner-Centered vs. Information-Centered

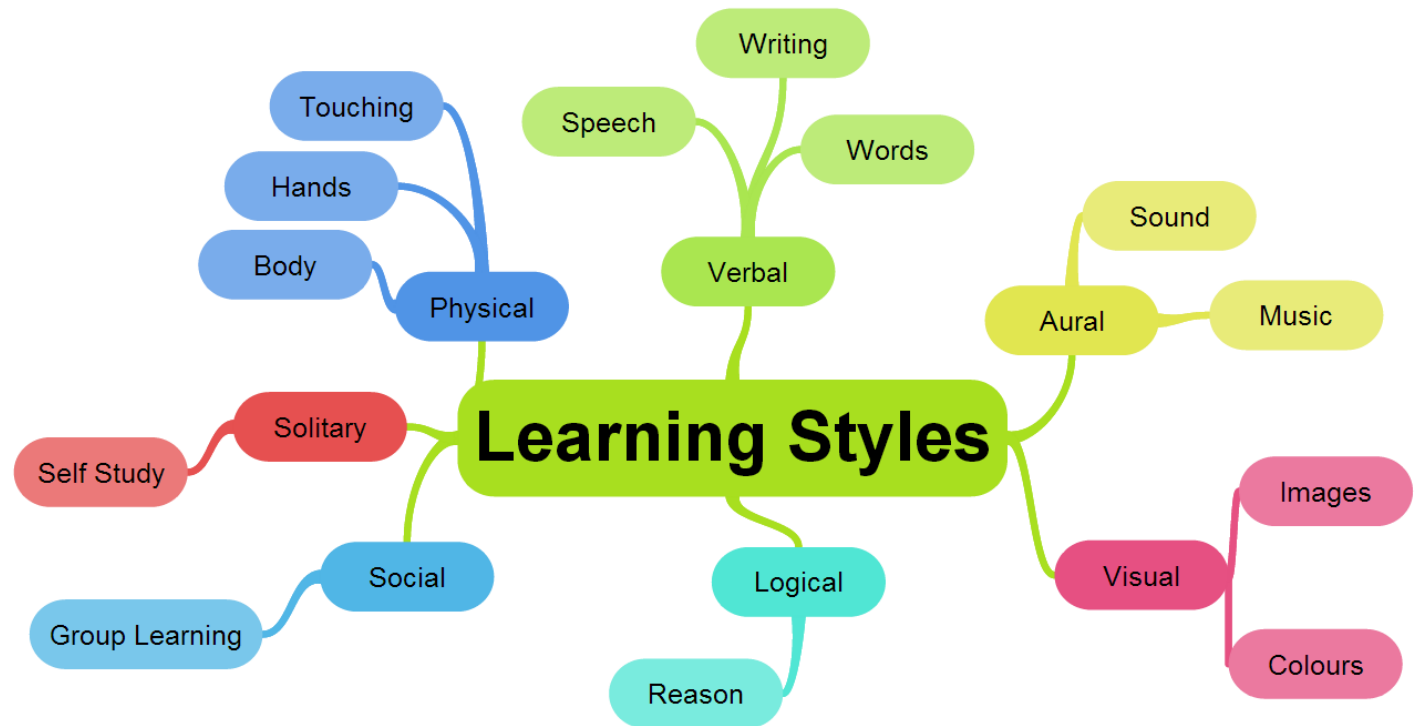
- Learner-Centered

- Meet participants' needs to know and do
- Teacher is a facilitator or coach
- Teacher asks questions; does no more than 50% of the talking
- The participant is active in the learning process; learns by doing
- There are opportunities for participants to apply new skills through role plays, case studies, simulations, etc

Information-Centered

- Teacher/trainer is the expert
- Teacher lectures or gives information
- Teacher lectures, explains, demonstrates while participants listen and observe
- The learner is passive; absorbs information
- The teacher asks the participants if they have questions; or the teacher asks participants questions about lesson topic

1. THE EXPERIENCE: Diversity of Activities



1. THE EXPERIENCE: Diversity of Activities

Examples

- Auditory
 - Sing-a-long Songs
 - Rhymes
 - Music
 - Fruit and vegetable sounds: crunch, splat
 - Mr. Wright story
- Kinesthetic
 - Hands-on
 - Dancing/jumping
 - Cooking
- Visual
 - Handouts with pictures
 - Posters
 - Puzzle games/Matching games with pictures
 - Hang MyPlate poster in classroom/hold MyPlate while talking
- Reading & Writing
 - Handouts with words/fill-in the blank activities
 - Word scrambles/Crosswords/Matching games
 - Label Reading



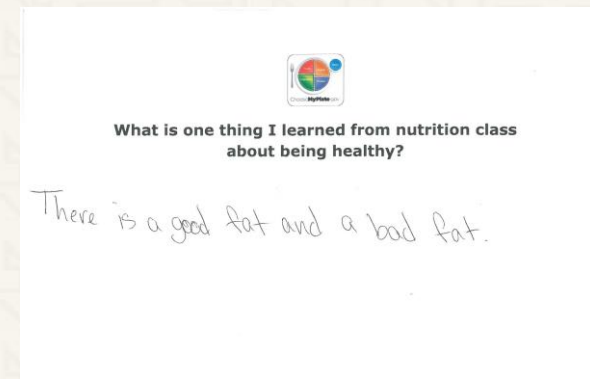
2. SHARING

- Share – the results, reactions, and observations publicly
 - Time frame: 5 minutes (out of 60 minute class)
 - Creative
 - Diverse
- Sharing Questions:
 - What did we just do?
 - What was your favorite part/least favorite part?
 - What surprised you?
- Sharing activities:
 - Circle: ball toss/pass the baton
 - Game: "All my friends"



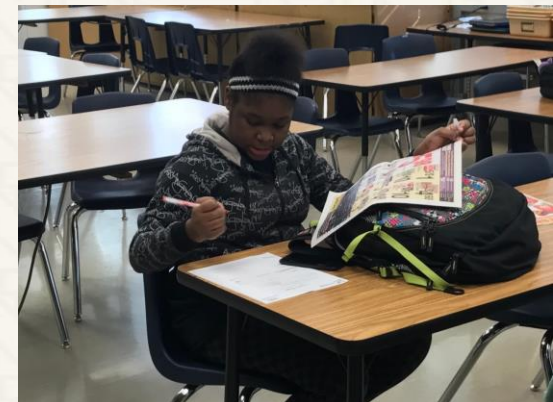
3. PROCESS

- Process – by discussing, looking at the experience, analyze, reflect
 - Think deeper about the experience
 - Time frame: 5-7 minutes (out of 60)
- Process Questions:
 - What steps did you take?
 - How did you make decisions?
 - What problems did you run into? How did you solve them?
 - What did you learn about yourself?
 - What did you learn that was new?
 - How did others help you?/What did you learn about others?
 - Why does it matter that you did this project?
- Process Activities:
 - Social:
 - Partner up and share
 - Solidary:
 - Process questions worksheet
 - Visual: One-word answer make into a word cloud: <https://worditout.com/word-cloud/create>



4. GENERALIZE

- Generalize – to connect the experience to real-world examples
 - Think broader about the experience
 - Look at the bigger picture and relate to everyday life
 - Time frame: 5-7 minutes (out of 60)
- Generalize Questions:
 - Have you done similar activities other places?
 - Where might this situation occur in the future?
 - What did you learn about your own decision-making abilities?
- Generalize Activities:
 - Real-world process activity
 - Ad matching: newspaper/magazine/website current event – find a current situation that this skill applies to



5. APPLY

- Apply – to what was learned to a similar or different situation; practice
 - A chance for youth to show they've gained new knowledge
 - Time Frame: 10-15 minutes (out of 60)

Make it real:

- Connect with home-life
- Connect with current events
- Parent/caregiver involvement



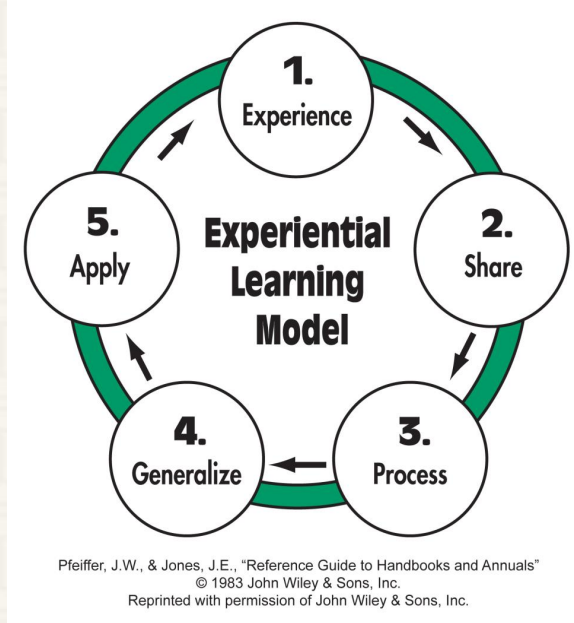
5. APPLY

- Apply Questions:
 - How will you act differently now that you've had this experience?
 - How can you use these skills/this knowledge in other situations?
 - How is this knowledge/experience important for your life?
- Apply Activities:
 - Take it home and do it: give material to take home
 - Review/use the concept at the next lesson
 - Teach a friend
 - Case study/Read a story that incorporates the skill
 - Simulation activity
 - Hold a family event/community event



Experiential Learning Model: An Example

1. Experience
2. Share
3. Process
4. Generalize
5. Apply



Plan a Lesson

20 minutes

Planning a lesson

Plan a lesson on your own!

****Follow the worksheet to plan your own experiential learning lesson**



Planning a Lesson: Reflection

- Share: 2 people share their lesson
- Process: What did you learn that is new?
- Generalize: How was this lesson planning experience compared to what you've done in the past?
- Apply: How will you use this in the future?

Word cloud example:

- How do you feel after completing this workshop in ONE WORD.

Questions?





Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska-Lincoln cooperating with the Counties and the United States Department of Agriculture.

University of Nebraska-Lincoln Extension educational programs abide with the nondiscrimination policies of the University of Nebraska-Lincoln and the United States Department of Agriculture.